

Certified Personnel Evaluation Systems Educator Advisory Panel

Meeting Information

Date: June 4, 2018

Location: Natrona County School District #1 in Casper

Time: 9 a.m. - 3 p.m.

Meeting Purpose:

Panel Members: Brad LaCroix, Brian Redmond, **Christina Mills**, **Clint Traver**, Dustin Hunt, **Glen Suppes**, **Holly Vorhees-Carmical**, Jean Chrostoski, **Jeff Brewster**, Jenefer Pasqua, Joel Dvorak, Julie Shanley, **Liesl Sisson**, Linda Wolfskill, **Marie Puryear**, Michael Jennings, **Michelle Rooks**, **Nicole Bolton**, **Robyn Heth**, **Teresa Chaulk**, Teresa Ross, **Tom Sasche**, **Tracy Ragland**, Verba Echols, Wanda Maloney

WDE: **Laurel Ballard**, **Shelley Hamel**, Brent Bacon, Megan Degenfelder, **Robin Grandpre**

REL: Josh Stewart, **Ceri Dean**, **Mckenzie Haines**, **Jeanette Joyce**

FLP: Amy Starzynski, **Aunnie Johnson**

NCCC: **Susan Lopez**

Facilitator: **Joe Simpson**

*Names in blue attended virtually

| Time | Lead | Agenda Item |
|------------------|--------------------|---|
| 9 - 9:30 a.m. | Joe | Welcome, Introductions, Ground Rules |
| 9:30 - 10 a.m. | Laurel | Overview of the last meeting: <ul style="list-style-type: none"> - Review list of positions included in the educator evaluation system from last meeting. - Definition of teacher |
| 10 a.m. - Noon | FLP/REL/ Laurel | Standards <ul style="list-style-type: none"> - Look at standards in the Leader evaluation system - Look at examples of other standards |
| Noon - 1:15 p.m. | On your own | Lunch |
| 1:15 - 2:30 p.m. | REL/Laurel | Elements of an Evaluation System <ul style="list-style-type: none"> - Review elements from the Leader evaluation |

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| | | <p>system</p> <ul style="list-style-type: none"> - Look at other examples <p>Intro into Performance Level Ratings</p> <ul style="list-style-type: none"> - Overview of ESSA work - Ineffective Teacher Memo |
| 2:30 - 3 p.m. | Joe | <p>Next steps</p> <p>Closing</p> <ul style="list-style-type: none"> - +/- - Next Meeting |

Notes:

[Meeting Documents](#)

Welcome

Review of last meeting:

To be included in this system we think they need to be providing direct academic instruction and be certified under PTSB.

List to be included:

- Teachers (pre-K to 12)
- (Certified) Tutors
- Special Ed
- Virtual Education
- ESL
- Title I (elementary)??
- Specialty teachers (art, music, homebound, PE, CTE, etc.)

Question: Do these educators need to have access to the same students all year? How would we handle those that have students only half the year?

There is concern about the groups in the list that have a very small population of students. Are there enough numbers to use student data? It was commented that maybe having over 20 would be more fair. There was a comment that we don't know how to get around this unless we look at multiple years of measures. Is there an allowance for PLC cluster because they are accountable for areas that they are not actually teaching.

How do we handle the special ed kids and how do we measure those student results?

Standards:

Review of [Leader Standards](#).

In the Leadership evaluation systems, there are seven standards within the state model. The state model with refinements states that you have to have standard #1 and at least five of the remaining standards. If there are less than six of the seven standards, that would put the district into a locally designed model. However, with the teacher evaluation system, statute does not allow for a locally designed model. Therefore, this group will have to decide on the standards and how many are have to remain in the refinements model. It was suggested that we do crosswalks into existing.

Work through [Worksheet A](#). Which is looking at the standards from the [2014 the Wyoming model Leader and educator Support and evaluation System document](#).

Overall, the panel felt that there was a lot of duplication in the standards. There were multiple comments about condensing the 10 standards down and using elements to address the additions at are currently stand alone standards. There is not a standards on student results.

Looked at standards from other states. They can be found [here](#).

What do you want to remember about the standards conversations

- Clear and concise overview with supporting documents
- Standards 4 and 9 in MO, the PLC is something we need to look at
- Less is more, but comprehension is important
- Student and family connections, how does that fit?
- Increase student achievement, how do you measure
- Important to the evaluator and the evaluatee

- 2014 document and the work that has started but not utilized. We want whatever we build and know the meaning behind it. Are we building something that is going to be utilized? Build something that districts can take and ensure ownership of it.
- Simplicity of the core purpose.
- Simplicity in number of standards and length, but still have enough information to understand. We need to prioritize.
- Functionality
- 21st century and tie to student, parents and the community
- Usable and effective. Be able to be implemented by principals, and have training available.
- We might be able to tie these to micro credentialing.

Next steps for standards:

- Look at other examples from Wyoming that districts are currently using
 - Crosswalk PLC or other that districts are doing already that is working well
- Work to put together a set of standards
- Decide how many standards we want to include

This panel has lot of flexibility in what we want in the standards. We have just started with the 2014 document as this work has already been done. We can combine, change, or create new standards.

Homework - Review the standards we reviewed today and look at things districts are using if you know

Closing

What worked well

- Genuine voice from all
- Small groups and the share out
- The other state documents

Improvements:

- Google information and location.
 - Link in agenda
- Phone is difficult